



## Teacher Morale of Secondary School Teachers of Dibrugarh District

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### Abstract:

*Teacher morale is the professional interest and enthusiasm that teachers exhibit to achieve individual and educational goals of the institution. Now-a-days it is perceived as an important pre-requisite for an educational system to function effectively. In the present study an attempt has been made to find out the level of teacher morale of Secondary school teachers of Dibrugarh District. Again the study is taken to compare teacher morale with respect to Gender, Training and Types of management of Secondary schools. Total sample of the study was 650 secondary school teachers from 45 Secondary schools of Dibrugarh district selected by using stratified random disproportionate sampling technique. In order to collect data the investigator constructed and standardised a Teacher Morale Scale by using factor analysis technique. The results of the study highlighted that majority of the Secondary school teachers obtain high scores in the Teacher Morale Scale. The study found a significant difference in the teacher morale of the male and female, provincialised and private Secondary school teachers. But there is no significant difference in the teacher morale of the trained and untrained Secondary school teachers.*

**Keywords:** Secondary schools, Teacher morale

### 1. Introduction

In this 21<sup>st</sup> century with the explosion of knowledge and new perspectives on teaching and learning, the role of the teacher has become multi-faceted and very challenging. He is not only required to impart knowledge and information to the students but to develop high order skills, to establish life-long learning habits and to make them sensitive to the needs and issues of the modern society. Thus the teacher is expected to play a crucial role in preparing young generation to face and shape the future world with proper vision and responsibility. Having sound morale is the basis for a teacher to perform his role in an effective manner. Research studies by Lester W. Anderson (1953) showed that morale of teachers does make a difference in the scholastic achievement of their pupils. Apparently teachers with relatively high morale can be expected to teach more effectively. Again, Houchard (2005) also mentioned in his study that all factors of morale had positive correlation to student achievement and outcome.

Teacher morale is the professional interest and enthusiasm that teachers exhibit to achieve individual and educational goals of the institution. It can be viewed as the extent to which the needs of the teachers are satisfied and their perception of satisfaction as comes from total school environment.

High teacher morale can develop a sense of purpose and positive attitude towards their job among teachers. Thus a teacher with high morale having enthusiasm and efficiency towards his job is the need of the hour. Therefore it is essential to study teacher morale in the context of needs and demands of 21<sup>st</sup> century.

## 2. Significance of the Present Study

Teacher morale has been recognised as a crucial factor which may affect the effort of teachers in job situation and also their overall school performance. 'The importance and interrelatedness of staff morale, school climate and educational productivity to pupil learning and effective staff performance cannot be denied.' (Miller, 1981) Morale of the teachers can have far reaching effect upon the success or failure of an educational programme. 'There is evidence that the social climate of the school and the morale of the staff can have a positive affect on pupil attitudes and learning.' (Miller, 1981) Again Mendel is of the view that low morale can lead to decrease in teacher productivity, "which is associated with a less of concern for the detachment from the people with whom one works, decreased quality of teaching, depression, greater use of sick leaves, efforts to leave the profession and a cynical and dehumanized perceptions of students".

American Association of School Administration (1955) defined morale as, "A disposition on the part of persons engaged in an enterprise to behave in ways which contribute to the purpose for which the enterprise exists." The way a person feels about his job and his attitude towards his company or institution and other employees in which he works affect the productivity of that person. This constitutes the morale of that person which is related to his work-output. Black, S. (2001) conducted a study on teacher morale and student achievement. It was found out that when teacher morale decreases, student achievement also decreases. Houchard, M.A. (2005) affirmed that all factors of morale had positive correlation to student achievement and outcomes. Hindt, L.A. (2012) too opined that correlations were found to exist between teacher morale and student achievement. As the teacher morale increased, student achievement simultaneously increased.

Thus it can be observed that teacher morale has become a matter of growing concern in today's global education system. The present study is an attempt to find out the level of teacher morale of the Secondary school teachers in Dibrugarh district.

## 3. Review of Related Literature

Rao and Rao (2000) conducted a study on teacher morale in Secondary schools on 630 secondary school teachers. Under environmental factor, teacher morale seems to approximate to the pattern of normal probability distribution. But teacher morale under teacher factor manifests divergence from it. Sindhya (2005) found that the value orientation, effectiveness and morale of teacher educators in various colleges of education in Kerala is found to be average. Vasanthi (2006) found that the teacher morale components individual characteristics, behaviour characteristics, attitude towards the job, did not influence the variables marital status, age, religion and type of school. Sharma (2011) found that there is no significant mean difference between the teacher morale of male and female teachers of Secondary schools. Again there is no significant mean difference between the morale of graduate and master teachers of Secondary schools. Jan and Khan (2015) made an attempt to assess and compare the morale of science and arts Higher Secondary school teachers of Kashmir division. It was found that science Higher Secondary school teachers and arts Higher Secondary school teachers are having same morale on composite score. Sharma (2016) revealed in his study that there was a positive and highly significant correlation between teacher morale and organisational climate of urban and rural schools.

Again, Black (2001) conducted a study on teacher morale and student achievement. Findings of the study show that teacher morale is higher in schools where principals create a positive school culture

and climate. When teacher morale decreases, student achievement also decreases. Hindt (2012) studied the effects of principal leadership on teacher morale and student achievement. Correlations were found to exist between teacher morale and student achievement. As the teacher morale increased, student achievement simultaneously increased. Sabin (2015) found that there is not a significant relationship between the variable of overall teacher morale and student achievement growth.

Thus, the above review shows that it would be worthwhile to make a study on teacher morale of secondary school teachers on the sample of the present study.

#### 4. Objectives of the Present Study

1. To study the level of teacher morale of Secondary school teachers of Dibrugarh District.
2. To compare teacher morale of Secondary school teachers with respect to :
  - I. Gender (Male and Female)
  - II. Training (Trained and Untrained)
  - III. Types of management (Government, Provincialised, Ad-hoc and Private)
1. To compare teacher morale of Secondary school teachers regarding factor '*teacher interpersonal relationship*' with respect to:
  - (i) Gender (Male and Female)
  - (ii) Training (Trained and Untrained)
  - (iii) Types of management (Government, Provincialised, Ad-hoc and Private)
2. To compare teacher morale of Secondary school teachers regarding factor 'teacher involvement with work' with respect to:
  - (i) Gender (Male and Female)
  - (ii) Training (Trained and Untrained)
  - (iii) Types of management (Government, Provincialised, Ad-hoc and Private)
3. To compare teacher morale of Secondary school teachers regarding factor 'teacher security' with respect to:
  - (i) Gender (Male and Female)
  - (ii) Training (Trained and Untrained)
  - (iii) Types of management (Government, Provincialised, Ad-hoc and Private)
4. To compare teacher morale of Secondary school teachers regarding factor 'working conditions' with respect to:
  - (i) Gender (Male and Female)
  - (ii) Training (Trained and Untrained)
  - (iii) Types of management (Government, Provincialised, Ad-hoc and Private)
5. To compare teacher morale of Secondary school teachers regarding factor 'satisfaction with teaching' with respect to:
  - (i) Gender (Male and Female)
  - (ii) Training (Trained and Untrained)
  - (iii) Types of management (Government, Provincialised, Ad-hoc and Private)

#### 5. Hypotheses

- H<sub>01</sub>** There is no significant difference in the teacher morale of the male and female Secondary school teachers.
- H<sub>02</sub>** There is no significant difference in the teacher morale of the trained and untrained Secondary school teachers.
- H<sub>03</sub>** There is no significant difference in the teacher morale of government, provincialised, ad-hoc and private Secondary school teachers.

- Ho<sub>4</sub>** There is no significant difference between male and female Secondary school teachers with respect to *teacher interpersonal relationship*. (Teacher Morale Factor 1)
- Ho<sub>5</sub>** There is no significant difference between trained and untrained Secondary school teachers with respect to *teacher interpersonal relationship*. (Teacher Morale Factor 1)
- Ho<sub>6</sub>** There is no significant difference among government, provincialised, ad-hoc and Secondary school teachers with respect to *teacher interpersonal relationship*. (Teacher Morale Factor 1)
- Ho<sub>7</sub>** There is no significant difference between male and female Secondary school teachers with respect to *teacher involvement with work*. (Teacher Morale Factor 2)
- Ho<sub>8</sub>** There is no significant difference between trained and untrained Secondary school teachers with respect to *teacher involvement with work*. (Teacher Morale Factor 2)
- Ho<sub>9</sub>** There is no significant difference among government, provincialised, ad-hoc and private Secondary school teachers with respect to *teacher involvement with work*. (Teacher Morale Factor 2)
- Ho<sub>10</sub>** There is no significant difference between male and female Secondary school teachers with respect to *teacher security*. (Teacher Morale Factor 3)
- Ho<sub>11</sub>** There is no significant difference between trained and untrained Secondary school teachers with respect to *teacher security*. (Teacher Morale Factor 3)
- Ho<sub>12</sub>** There is no significant difference among government, provincialised, ad-hoc and private Secondary school teachers with respect to *teacher security*. (Teacher Morale Factor 3)
- Ho<sub>13</sub>** There is no significant difference between male and female Secondary school teachers with respect to *working conditions*. (Teacher Morale Factor 4)
- Ho<sub>14</sub>** There is no significant difference between trained and untrained Secondary school teachers with respect to *working conditions*. (Teacher Morale Factor 4)
- Ho<sub>15</sub>** There is no significant difference among government, provincialised, ad-hoc and private Secondary school teachers with respect to *working conditions*. (Teacher Morale Factor 4)
- Ho<sub>16</sub>** There is no significant difference between male and female Secondary school teachers with respect to *satisfaction with teaching*. (Teacher Morale Factor 5)
- Ho<sub>17</sub>** There is no significant difference between trained and untrained Secondary school teachers with respect to *satisfaction with teaching*. (Teacher Morale Factor 5)
- Ho<sub>18</sub>** There is no significant difference among government, provincialised, ad-hoc and private Secondary school teachers with respect to *satisfaction with teaching*. (Teacher Morale Factor 5)

## 6. Definition of the Key Terms

### 6.1 Teacher Morale

Bentley and Rempel (1980) defines morale as “the professional interest and enthusiasm that a person displays towards the achievement of individual and group goals in a given job situation.” Teacher morale is the professional interest and enthusiasm that teachers exhibit to achieve individual and educational goals of the institution. It can be viewed as the extent to which the needs of the teachers are satisfied and their perception of satisfaction as comes from total school environment.

In this study, teachers’ morale refers to the score on the Teachers’ Morale Scale developed by the investigator. Higher the score higher is the morale of the teachers. Factors included in the teacher morale scale are:

- (a) Teacher Interpersonal Relationship
- (b) Teacher Involvement with Work
- (c) Teacher Security
- (d) Working Conditions
- (e) Satisfaction with teaching.

### **6.2 Secondary school**

Secondary schools include two stages of Secondary education i.e. secondary stage which constitutes Classes IX and X and Higher Secondary stage which constitutes Classes XI and XII.

In the present study, all the schools having the classes IX and X under SEBA are considered as the Secondary schools.

### **6.3 Government school**

These are the Secondary and Higher Secondary schools which are established and controlled by the state government. The state government provides the physical facilities, human resources like teaching and non-teaching staff and financial support to this type of school.

### **6.4 Provincialised school**

The Secondary and Higher Secondary schools which are established by the public and subsequently provincialised by the state government is termed in this study as the provincialised schools.

### **6.5 Ad-hoc school**

These schools are established by the public and are in the process of being provincialised. They receive a lump-sum ad-hoc grant from the state government.

### **6.6 Private school**

Private schools are established, managed and controlled by some individuals, private organizations, agencies, bodies etc. They are affiliated by SEBA. However they do not get any grant from state government.

### **6.7 Trained teachers**

In the present study the teachers having B.Ed. degree are considered as trained teachers.

### **6.8 Untrained teachers**

In the present study the teachers who do not have B.Ed. degree are considered as untrained teachers.

## **7. Delimitation of the Study**

- a. The present study is confined to the teachers of Secondary schools of Dibrugarh District
- b. The study is conducted to Secondary schools of Dibrugarh District under SEBA only.

## **8. Methodology of the Study**

### **8.1 Methods used**

According to the nature of the data collected, the study demands the normative survey method.

### **8.2 Population**

The population of the study included all the Secondary school teachers of Dibrugarh district. There are total 274 Secondary schools in Dibrugarh district. Out of which there are 2 government schools, 139 provincialised schools, 22 ad-hoc schools and 111 private schools.

### **8.3 Sample**

In the present study, Quota Sampling Technique was used to select schools. Since the number of government schools was 2, so both of them were taken in the sample. From other stratum, 15% Provincialised schools and 30% Ad-hoc and 15% Private schools were selected. Therefore, the investigator decided to include 2 Government, 20 Provincialised, 6 Ad-hoc and 17 Private (total 45) Secondary schools in the sample. The Table 1 shows the total number of Secondary schools and sample of Secondary schools.

**Table 1: Total no. of schools and sample of Secondary schools**

Types of Secondary schools on the basis of management	Total No. of Secondary schools in Dibrugarh district under SEBA	Percentage of school taken	Sample of the Secondary schools
Government	2	100%	2
Provincialised	139	15%	20
Ad-hoc	22	30%	6
Private	111	15%	17
<b>Total</b>	<b>274</b>		<b>45</b>

Again, from the sample of 45 Secondary schools of Dibrugarh district, 650 teachers responded who had been selected by incidental sampling technique. Thus the number of the teachers taken as sample was 650. Out of these 650 teachers, 256 teachers were male and 394 teachers were female. And out of 650 teachers, 142 teachers were trained and 508 teachers were untrained.

#### 8.4 Tools used for data collection

**Teacher Morale Scale:** In order to measure the level of teacher morale of the Secondary school teachers of Dibrugarh district the investigator constructed and standardised a four point Teacher Morale Scale. The factor analysis technique was applied and 54 items having factor loading greater than .40 were being selected for the Teacher Morale Scale. There are 44 favourable and 10 unfavourable items in the teacher morale scale. The reliability and validity of the scale were found to be 0.73 and 0.62. The Cronbach alpha estimated was .940 which shows that the scale is reliable. Factors included in the Teacher Morale Scale are:

The scoring keys against four (4) responses for favourable and unfavourable statements are given in Table 2:

- (a) Teacher Interpersonal Relationship
- (b) Teacher Involvement with Work
- (c) Teacher Security
- (d) Working Conditions
- (e) Satisfaction with teaching.

**Table 2 Scoring key**

Nature of items	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
Favourable	4	3	2	1
Unfavourable	1	2	3	4

## 9. Analysis of Data

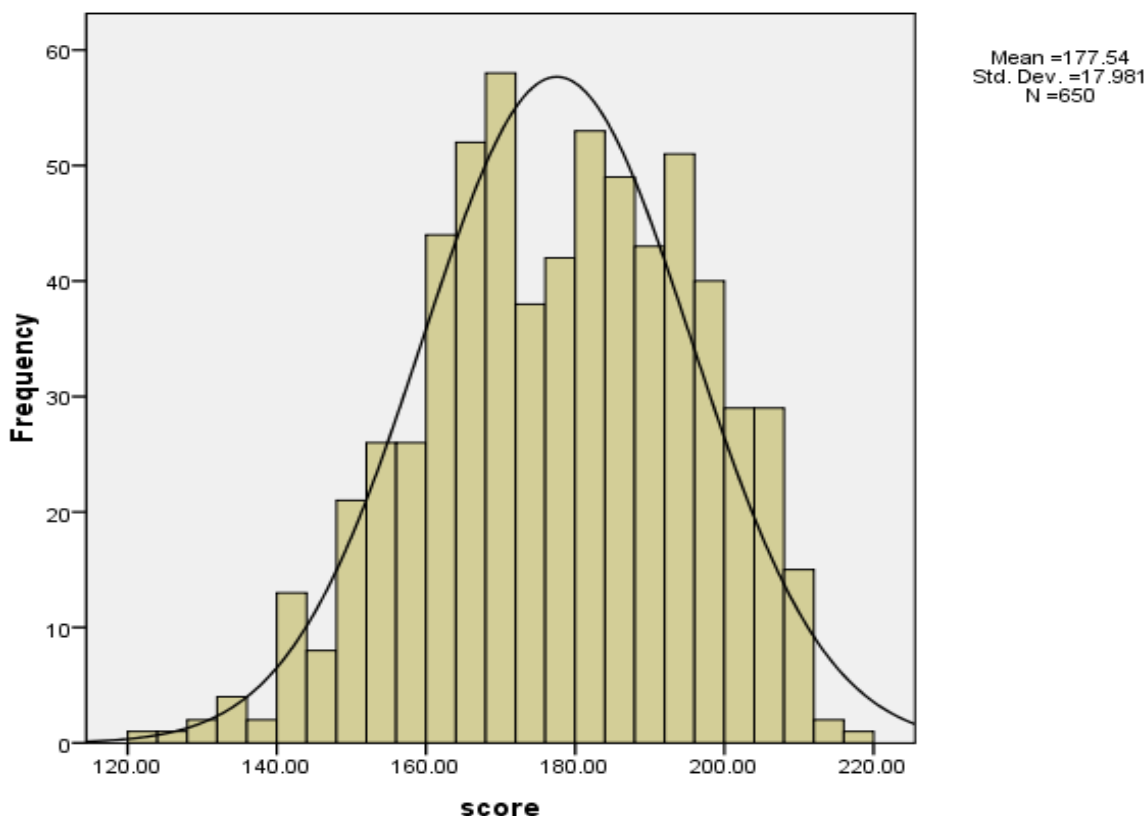
### 9.1 Level of Teacher Morale of the Secondary school teachers of Dibrugarh District

In order to find out the level of teacher morale of the Secondary school teachers of Dibrugarh District, the value of mean, median, mode, standard deviation, skewness and kurtosis were calculated from the scores obtained in the Teacher Morale Scale. Table shows the values of mean, median, mode, standard deviation, skewness and kurtosis.

**Table 3 : Level of Teacher Morale of the Secondary school teachers of Dibrugarh District**

Variable	Mean	Median	Mode	Standard Deviation	Skewness	Kurtosis
Teacher Morale	177.54	178	187	17.98	-0.228	-0.528

The Fig. 1 represents the level of Teacher Morale of Secondary school teachers of Dibrugarh District:



**Fig. 1: Level of Teacher Morale of the Secondary school teachers of Dibrugarh District**

From Table 3 it is evident that mean, median, mode and standard deviation of the distribution are 177.54, 178, 187 and 17.98 respectively. The value of skewness is -0.228 which indicates that the distribution is negatively skewed i.e. scores are massed at the high end of the scale (the right end) and are spread out more gradually towards the low end (or the left). Thus it can be stated that majority of the Secondary school teachers obtain high scores in the teacher morale scale.

The value of kurtosis for the distribution is -0.528 which indicates that the distribution is platykurtic i.e. the peak of the curve is flatter than the peak of the normal curve.

### ***9.2 Comparison of teacher morale of male and female Secondary school teachers of Dibrugarh District***

*(In the present study, 0.01 level was considered as the level of significance. Hence all the hypotheses were tested at 0.01 level.)*

In order to compare the teacher morale of male and female Secondary school teachers of Dibrugarh District, t-test is used. Table 4 shows the significance of difference in the mean teacher morale scores of male and female teachers.

**Table 4: Comparison of teacher morale of male and female Secondary school teachers of Dibrugarh District**

Gender	N	Mean	SD	df	t value	Significance
Male	256	175.16	17.41	648	2.71	Significant at 0.01 level
Female	394	179.09	18.20			

From Table 4 it is clear that the ( $H_{01}$ ) is rejected at 0.01 level. Thus it can be concluded that there is a significant difference in the teacher morale of the male and female Secondary school teachers.

### 9.3 Comparison of teacher morale of trained and untrained Secondary school teachers of Dibrugarh District

Table 5 shows the significance of difference between trained and untrained Secondary school teachers.

**Table 5: Comparison of teacher morale of trained and untrained Secondary school teachers of Dibrugarh District**

Training	N	Mean	SD	df	t value	Significance
Trained	142	175.78	17.05	648	1.39	Not significant at 0.01 level
Untrained	508	178.04	18.22			

From Table 5 it is clear that the ( $H_{02}$ ) is accepted at 0.01 level. Thus it can be concluded that there is no significant difference in the teacher morale of the trained and untrained Secondary school teachers.

### 9.4 Comparison of teacher morale of Government, Provincialised, Ad-hoc and Private Secondary school teachers of Dibrugarh District

In order to compare teacher morale of government, provincialised, ad-hoc and private Secondary school teachers of Dibrugarh District, the 'F' test is used. The calculated values are shown in Table 6:

**Table 6: Comparison of teacher morale of Government, Provincialised, Ad-hoc and Private Secondary school teachers of Dibrugarh District**

Stream	Sum of squares	df	Mean squares	F	Significance
Between groups	4289.075	3	1429.692	4.493	Significant at 0.01 level
Within groups	205540.219	646	318.174		
Total	209829.294	649			

From Table 6, it is evident that 'F' value is found to be significant at 0.01 level. Thus, the ( $H_{03}$ ) is rejected at 0.01 level of significance. So it can be concluded that there is a significant difference in the teacher morale of government, provincialised, ad-hoc and private Secondary school teachers.

As the 'F' value is significant (Table 6), thus t-test is used further to determine among which pair(s) of groups significant difference exist. Table 7 shows the comparison of teacher morale of teachers working in Secondary schools under different types of management.



**Table 7: Comparison of teacher morale between Government and Provincialised, Government and Ad-hoc, Government and Private, Provincialised and Ad-hoc, Provincialised and Private, Ad-hoc and Private Secondary school teachers of Dibrugarh District**

Types of management	N	Mean	SD	df	t	Significance
Government	58	175.71	15.88	346	1.77	Not significant at 0.01 level
Provincialised	290	179.89	17.08			
Government	58	175.71	15.88	92	1.73	Not significant at 0.01 level
Ad-hoc	36	181.53	16.36			
Government	58	175.71	15.88	322	0.33	Not significant at 0.01 level
Private	266	174.85	19.18			
Provincialised	290	179.89	17.08	324	0.54	Not significant at 0.01 level
Ad-hoc	36	181.53	16.36			
Provincialised	290	179.89	17.08	554	3.48	Significant at 0.01 level
Private	266	174.85	19.18			
Ad-hoc	36	181.53	16.36	300	1.97	Not significant at 0.01 level
Private	266	174.85	19.18			

From Table 7 it becomes clear that, there is no significant difference in teacher morale between government and provincialised, government and ad-hoc, government and private, provincialised and ad-hoc, ad-hoc and private Secondary school teachers. But a significant difference is found in the teacher morale of provincialised and private Secondary school teachers.

**9.5 Comparison of the 1<sup>st</sup> factor of teacher morale i.e. teacher interpersonal relationship between male and female Secondary school teachers of Dibrugarh District**

Table 8 shows the significance of difference between male and female teachers with respect to teacher interpersonal relationship.

**Table 8: Comparison of the factor teacher interpersonal relationship between male and female Secondary school teachers of Dibrugarh District**

Gender	N	Mean	SD	df	t value	Significance
Male	256	59.98	6.69	648	2.24	Not significant at 0.01 level
Female	394	61.19	6.88			

From Table 8 it is clear that the (**H<sub>04</sub>**) is accepted at 0.01 level. This implies that there is no significant difference between male and female Secondary school teachers with respect to teacher interpersonal relationship.

**9.6 Comparison of the 1<sup>st</sup> factor of teacher morale i.e. teacher interpersonal relationship between trained and untrained Secondary school teachers of Dibrugarh District**

Table 9 shows the significance of difference between trained and untrained Secondary school teachers with respect to teacher interpersonal relationship.

**Table 9: Comparison of the factor teacher interpersonal relationship between trained and untrained Secondary school teachers of Dibrugarh District**

Training	N	Mean	SD	df	t value	Significance
Trained	142	60.58	6.55	648	0.28	Not significant at 0.01 level
Untrained	508	60.75	6.91			

From Table 9 it is clear that the (**H<sub>05</sub>**) is accepted at 0.01 level. Thus it can be concluded that there is no significant difference between trained and untrained Secondary school teachers with respect to teacher interpersonal relationship.

**9.7 Comparison of the 1<sup>st</sup> factor of teacher morale i.e. teacher interpersonal relationship among Government, Provincialised, Ad-hoc and Private Secondary school teachers of Dibrugarh District**

The ‘F’ test is used to compare teacher morale factor *teacher interpersonal relationship* among government, provincialised, ad-hoc and private Secondary school teachers of Dibrugarh District. Table 10 represents the calculated ‘F’ values:

**Table 10: Comparison of the factor teacher interpersonal relationship among Government, Provincialised, Ad-hoc and Private Secondary school teachers of Dibrugarh District**

Stream	Sum of squares	df	Mean squares	F	Significance
Between groups	1662.383	3	554.128	12.521	Significant at 0.01 level
Within groups	28588.392	646	44.254		
Total	30250.775	649			

From Table 10 it is clear that the ( $H_{06}$ ) is rejected at 0.01 level of significance. So it can be concluded that there is a significant difference among government, provincialised, ad-hoc and private Secondary

As the ‘F’ value is significant (Table 10), thus t-test is used further to determine among which pair(s) of groups significant difference exist. Table 11 shows the comparison of teacher interpersonal relationship of teachers working in Secondary schools under different types of management.

**Table 11: Comparison of the factor teacher interpersonal relationship between Government and Provincialised, Government and Ad-hoc, Government and Private, Provincialised and Ad-hoc, Provincialised and Private, Ad-hoc and Private Secondary school teachers of Dibrugarh District**

Types of management	N	Mean	SD	df	t	Significance
Government	58	61	5.94	346	1.07	Not significant at 0.01 level
Provincialised	290	61.94	6.38			
Government	58	61	5.94	92	2.21	Not significant at 0.01 level
Ad-hoc	36	63.78	5.37			
Government	58	61	5.94	322	2.15	Not significant at 0.01 level
Private	266	58.89	7.22			
Provincialised	290	61.94	6.38	324	1.63	Not significant at 0.01 level
Ad-hoc	36	63.78	5.37			
Provincialised	290	61.94	6.38	554	5.65	Significant at 0.01 level
Private	266	58.89	7.22			
Ad-hoc	36	63.78	5.37	300	3.85	Significant at 0.01 level
Private	266	58.89	7.22			

From Table 11 it becomes clear that no significant difference is found in teacher interpersonal relationship between government and provincialised, government and ad-hoc, government and private, provincialised and ad-hoc Secondary school teachers. But there is a significant difference in teacher interpersonal relationship between provincialised and private, ad hoc and private Secondary school teachers.

**9.8 Comparison of the 2<sup>nd</sup> factor of teacher morale i.e. teacher involvement with work between male and female Secondary school teachers of Dibrugarh District**

Table 12 shows the significance of difference between male and female Secondary school teachers with respect to teacher involvement with work.

**Table 12: Comparison of the factor *teacher involvement with work* between male and female Secondary school teachers of Dibrugarh District**

Gender	N	Mean	SD	df	t value	Significance
Male	256	39.16	3.80	648	1.69	Not significant at 0.01 level
Female	394	39.65	3.58			

From Table 12 it becomes clear that the ( $H_{07}$ ) is accepted at 0.01 level. This implies that there is no significant difference between male and female Secondary school teachers with respect to teacher involvement with work.

**9.9 Comparison of the 2<sup>nd</sup> factor of teacher morale i.e. teacher involvement with work between trained and untrained Secondary school teachers of Dibrugarh District**

Table 13 shows the comparison of teacher morale of trained and untrained Secondary school teachers of Dibrugarh District regarding teacher involvement with work.

**Table 13: Comparison of the factor *teacher involvement with work* between trained and untrained Secondary school teachers of Dibrugarh District**

Training	N	Mean	SD	df	t value	Significance
Trained	142	39.5	3.27	648	0.15	Not significant at 0.01 level
Untrained	508	39.45	3.78			

It is seen from the table that the ( $H_{08}$ ) is accepted at 0.01 level. Thus it reveals no significant difference between trained and untrained Secondary school teachers regarding teacher involvement with work.

**9.10 Comparison of the 2<sup>nd</sup> factor of teacher morale i.e. teacher involvement with work among Government, Provincialised, Ad-hoc and Private Secondary school teachers of Dibrugarh District**

The 'F' test is used here. The calculated values are shown in Table 14:

**Table 14: Comparison of the factor *teacher involvement with work* among Government, Provincialised, Ad-hoc and Private Secondary school teachers of Dibrugarh District**

Stream	Sum of squares	df	Mean squares	F	Significance
Between groups	513.206	3	171.069	13.405	Significant at 0.01 level
Within groups	8244.172	646	12.762		
Total	8757.378	649			

It can be seen from the table 14 that the ( $H_{09}$ ) is rejected at 0.01 level of significance. This implies that there is a significant difference among government, provincialised, ad-hoc and private Secondary school teachers with respect to teacher involvement with work.

As the 'F' value is significant (Table 14), thus t-test is used further to determine among which pair(s) of groups significant difference exist. Table 15 shows the comparison of teacher involvement with work of teachers working in Secondary schools under different types of management.

**Table 15: Comparison of the factor *teacher involvement with work* between Government and Provincialised, Government and Ad-hoc, Government and Private, Provincialised and Ad-hoc, Provincialised and Private, Ad-hoc and Private Secondary school teachers of Dibrugarh District**

Types of management	N	Mean	SD	df	t	Significance
Government	58	39.38	3.87	346	1.84	Not significant at 0.01 level
Provincialised	290	40.21	3.10			
Government	58	39.38	3.87	92	1.98	Not significant at 0.01 level
Ad-hoc	36	40.97	3.21			
Government	58	39.38	3.87	322	1.66	Not significant at 0.01 level
Private	266	38.45	4.00			
Provincialised	290	40.21	3.10	324	1.36	Not significant at 0.01 level
Ad-hoc	36	40.97	3.21			
Provincialised	290	40.21	3.10	554	6.29	Significant at 0.01 level
Private	266	38.45	4.00			
Ad-hoc	36	40.97	3.21	300	3.55	Significant at 0.01 level
Private	266	38.45	4.00			

From Table 15 it becomes clear that no significant difference is found in teacher involvement with work between government and provincialised, government and ad-hoc, government and private, provincialised and ad-hoc Secondary school teachers. But a significant difference is found between provincialised and private, ad-hoc and private Secondary school teachers with respect to teacher involvement with work.

**9.11 Comparison of the 3<sup>rd</sup> factor of teacher morale i.e. teacher security between male and female Secondary school teachers of Dibrugarh District**

Table 16 shows the comparison of teacher security of male and female Secondary school teachers of Dibrugarh District.

**Table 16: Comparison of the factor teacher security between male and female Secondary school teachers of Dibrugarh District**

Gender	N	Mean	SD	df	t value	Significance
Male	256	35.13	5.16	648	3.40	Significant at 0.01 level
Female	394	36.56	5.37			

It is seen from the table that the ( $H_{010}$ ) is rejected at 0.01 level. Thus it reveals that there is a significant difference between male and female Secondary school teachers regarding teacher security.

**9.12 Comparison of the 3<sup>rd</sup> factor of teacher morale i.e. teacher security between trained and untrained Secondary school teachers of Dibrugarh District**

Table 17 shows the significance of difference between trained and untrained Secondary school teachers with respect to teacher security.

**Table 17: Comparison of the factor teacher security between trained and untrained Secondary school teachers of Dibrugarh District**

Training	N	Mean	SD	df	t value	Significance
Trained	142	35.33	5.16	648	1.8	Not significant at 0.01 level
Untrained	508	36.19	5.37			

Table 17 indicates that the ( $H_{011}$ ) is accepted at 0.01 level. Thus it can be stated that there is no significant difference between trained and untrained Secondary school teachers with respect to teacher security.

**9.13 Comparison of the 3<sup>rd</sup> factor of teacher morale i.e. teacher security among Government, Provincialised, Ad-hoc and Private Secondary school teachers of Dibrugarh District**

Table 18 represents the calculated ‘F’ values:

**Table 18: Comparison of the factor teacher security among Government, Provincialised, Ad-hoc and Private Secondary school teachers of Dibrugarh District**

Stream	Sum of squares	df	Mean squares	F	Significance
Between groups	454.973	3	151.658	5.450	Significant at 0.01 level
Within groups	17977.027	646	27.828		
Total	18432.000	649			

It can be observed from the table 18 that the ( $H_{012}$ ) is rejected at 0.01 level of significance. So it can be stated that there is a significant difference among government, provincialised, ad-hoc and private Secondary school teachers with respect to teacher security.

As the ‘F’ value is significant (Table 18), thus t-test is used further to determine among which pair(s) of groups significant difference exist. Table 19 shows the comparison of teacher security of teachers working in Secondary schools under different types of management.

**Table 19: Comparison of the factor teacher security between Government and Provincialised, Government and Ad-hoc, Government and Private, Provincialised and Ad-hoc, Provincialised and Private, Ad-hoc and Private Secondary school teachers of Dibrugarh District**

Types of management	N	Mean	SD	df	t	Significance
Government	58	36.31	3.96	346	0.6	Not significant at 0.01 level
Provincialised	290	36.76	5.62			
Government	58	36.31	3.96	92	2.42	Not significant at 0.01 level
Ad-hoc	36	33.67	6.25			
Government	58	36.31	3.96	322	1.33	Not significant at 0.01 level
Private	266	35.42	4.98			
Provincialised	290	36.76	5.62	324	3	Significant at 0.01 level
Ad-hoc	36	33.67	6.25			
Provincialised	290	36.76	5.62	554	3.12	Significant at 0.01 level
Private	266	35.42	4.98			
Ad-hoc	36	33.67	6.25	300	1.88	Not significant at 0.01 level
Private	266	35.42	4.98			

From table 19 it is clear that no significant difference is found in teacher security between government and provincialised, government and ad-hoc, government and private, ad-hoc and private Secondary school teachers. But there is a significant difference between provincialised and ad hoc, provincialised and private Secondary school teachers.

**9.14 Comparison of the 4<sup>th</sup> factor of teacher morale i.e. working conditions between male and female Secondary school teachers of Dibrugarh District**

Table 20 shows the significance of difference between male and female Secondary school teachers with respect to working conditions.

**Table 20: Comparison of the factor working conditions between male and female Secondary school teachers of Dibrugarh District**

Gender	N	Mean	SD	df	t value	Significance
Male	256	24.31	4.11	648	1.81	Not significant at 0.01 level
Female	394	24.89	3.10			

From Table 20 it is clear that the ( $H_{013}$ ) is accepted at 0.01 level. This implies that there is no significant difference between male and female Secondary school teachers with respect to working conditions.

**9.15 Comparison of the 4<sup>th</sup> factor of teacher morale i.e. working conditions between trained and untrained Secondary school teachers of Dibrugarh District**

Table 21 shows the significance of difference between trained and untrained Secondary school teachers with respect to working conditions.

**Table 21: Comparison of the factor working conditions between trained and untrained Secondary school teachers of Dibrugarh District**

Training	N	Mean	SD	df	t value	Significance
Trained	142	23.42	4.22	648	4.42	Significant at 0.01 level
Untrained	508	25.01	3.93			

From Table 21 it is clear that the ( $H_{014}$ ) is rejected at 0.01 level. Thus it can be concluded that there is a significant difference between trained and untrained Secondary school teachers with respect to working conditions.

**9.16 Comparison of the 4<sup>th</sup> factor of teacher morale i.e. working conditions among Government, Provincialised, Ad-hoc and Private Secondary school teachers of Dibrugarh District**

Table 22 represents the calculated 'F' values:

**Table 22: Comparison of the factor working conditions among Government, Provincialised, Ad-hoc and Private Secondary school teachers of Dibrugarh District**

Stream	Sum of squares	df	Mean squares	F	Significance
Between groups	651.044	3	217.015	14.041	Significant at 0.01 level
Within groups	9984.170	646	15.455		
Total	10635.214	649			

From Table 22 it is clear that ( $H_{015}$ ) is rejected at 0.01 level of significance. So it can be concluded that there is a significant difference among government, provincialised, ad-hoc and private Secondary school teachers with respect to working conditions.

As the 'F' value is significant (Table 22), thus t-test is used further to determine among which pair(s) of groups significant difference exist. Table 23 shows the comparison of working conditions of teachers working in Secondary schools under different types of management.

**Table 23: Comparison of the factor working conditions between Government and Provincialised, Government and Ad-hoc, Government and Private, Provincialised and Ad-hoc, Provincialised and Private, Ad-hoc and Private Secondary school teachers of Dibrugarh District**

Types of management	N	Mean	SD	df	t	Significance
Government	58	22.81	4.59	346	1.97	Not significant at 0.01 level
Provincialised	290	23.97	4.17			
Government	58	22.81	4.59	92	2.97	Significant at 0.01 level
Ad-hoc	36	25.69	4.15			
Government	58	22.81	4.59	322	5.52	Significant at 0.01 level
Private	266	25.68	3.46			
Provincialised	290	23.97	4.17	324	2.29	Not significant at 0.01 level
Ad-hoc	36	25.69	4.15			
Provincialised	290	23.97	4.17	554	5.52	Significant at 0.01 level
Private	266	25.68	3.46			
Ad-hoc	36	25.69	4.15	300	0.02	Not significant at 0.01 level
Private	266	25.68	3.46			

From table 23 it is clear that with respect to working conditions, no significant difference is found between government and provincialised, provincialised and ad-hoc, ad-hoc and private Secondary school teachers. But a significant difference is found between government and ad hoc, government and private, provincialised and private Secondary school teachers.

**9.17 Comparison of the 5<sup>th</sup> factor of teacher morale i.e. satisfaction with teaching between male and female Secondary school teachers of Dibrugarh District**

Table 24 shows the significance of difference between male and female Secondary school teachers with respect to satisfaction with teaching.

**Table 24: Comparison of the factor satisfaction with teaching between male and female Secondary school teachers of Dibrugarh District**

Gender	N	Mean	SD	df	t value	Significance
Male	256	16.34	2.66	648	1.10	Not significant at 0.01 level
Female	394	16.57	2.57			

It is seen from table 24 that the ( $H_{016}$ ) is accepted at 0.01 level. This reveals that there is no significant difference between male and female Secondary school teachers with respect to satisfaction with teaching.

**9.18 Comparison of the 5<sup>th</sup> factor of teacher morale i.e. satisfaction with teaching between trained and untrained Secondary school teachers of Dibrugarh District**

Table 25 shows the significance of difference between trained and untrained Secondary school teachers regarding satisfaction with teaching.

**Table 25: Comparison of the factor satisfaction with teaching between trained and untrained Secondary school teachers of Dibrugarh District**

Training	N	Mean	SD	df	t value	Significance
Trained	142	16.78	2.54	648	1.65	Not significant at 0.01 level
Untrained	508	16.40	2.62			

It is observed from the table 25 that the ( $H_{017}$ ) is accepted at 0.01 level. Thus it can be stated that there is no significant difference between trained and untrained Secondary school teachers with respect to satisfaction with teaching.

**9.19 Comparison of the 5<sup>th</sup> factor of teacher morale i.e. satisfaction with teaching among Government, Provincialised, Ad-hoc and Private Secondary school teachers of Dibrugarh District**

The ‘F’ test is used here. The calculated values are shown in Table 26 :

**Table 26: Comparison of the factor satisfaction with teaching among Government, Provincialised, Ad-hoc and Private Secondary school teachers of Dibrugarh District**

Stream	Sum of squares	df	Mean squares	F	Significance
Between groups	225.938	3	75.313	11.622	Significant at 0.01 level
Within groups	4186.302	646	6.480		
Total	4412.240	649			

From Table 26 it is clear that the ( $H_{018}$ ) is rejected at 0.01 level of significance. So it can be stated that there is a significant difference among government, provincialised, ad-hoc and private Secondary school teachers with respect to satisfaction with teaching.

As the ‘F’ value is significant (Table 26), thus t-test is used further to determine among which pair(s) of groups significant difference exist. Table 27 shows the comparison of satisfaction with teaching of teachers working in Secondary schools under different types of management.

**Table 27: Comparison of the factor satisfaction with teaching between Government and Provincialised, Government and Ad-hoc, Government and Private, Provincialised and Ad-hoc, Provincialised and Private, Ad-hoc and Private Secondary school teachers of Dibrugarh District**

Types of management	N	Mean	SD	df	t	Significance
Government	58	16.21	2.77	346	2.35	Not significant at 0.01 level
Provincialised	290	17.01	2.36			
Government	58	16.21	2.77	92	2.2	Not significant at 0.01 level
Ad-hoc	36	17.42	1.92			
Government	58	16.21	2.77	322	0.95	Not significant at 0.01 level
Private	266	15.84	2.76			
Provincialised	290	17.01	2.36	324	0.98	Not significant at 0.01 level
Ad-hoc	36	17.42	1.92			
Provincialised	290	17.01	2.36	554	5.85	Significant at 0.01 level
Private	266	15.84	2.76			
Ad-hoc	36	17.42	1.92	300	3.29	Significant at 0.01 level
Private	266	15.84	2.76			

From Table 27 it is clear that no significant difference is found in satisfaction with teaching between



government and provincialised, government and ad-hoc, government and private, provincialised and ad-hoc Secondary school teachers. But there is a significant difference in satisfaction with teaching between provincialised and private, ad hoc and private Secondary school teachers.

## 10. Findings and Discussion

In the present study, majority of the Secondary school teachers obtain high score in the Teacher Morale Scale. Savadamuthu (1994) also reported that the level of morale of teachers is high. Houchard (2005) found a moderately high degree of teacher morale among teachers. However, Lawrence (2003), Sindhya (2005), Sharma (2011) and Sakdechanon (2015) reported a moderate or average level of teacher morale.

It was found that there was a significant difference in the teacher morale of the male and female Secondary school teachers in the present study. Puranik (1985) in his study also found that the morale of female teachers was higher than that of male teachers. It was further supported by Savadamuthu (1994). However, contradictory result was found out by Vyas (1980), Beaula (2007) and Sharma (2011).

With regard to training, no significant difference was found out in the teacher morale of the trained and untrained Secondary school teachers in the present study.

Again in the present study, there was no significant difference between male and female Secondary school teachers with respect to teacher interpersonal relationship, teacher involvement with work, working conditions and satisfaction with teaching. But there was a significant difference between male and female regarding teacher security. Sindhya (2005) found that in terms of gender, total morale and the dimension individual characteristics, behavioural characteristics, attitude towards the job and community involvement are found to be not significant. The dimension group spirit is found to be statistically significant.

No significant difference was found between trained and untrained Secondary school teachers with respect to teacher interpersonal relationship, teacher involvement with work, teacher security and satisfaction with teaching in the present study. But there was a significant difference between trained and untrained Secondary school teachers with respect to working conditions.

With regard to types of management, there was no significant difference in the teacher morale of government and provincialised, government and ad hoc, government and private, provincialised and ad hoc, ad hoc and private Secondary school teachers. But a significant difference was found in the teacher morale of provincialised and private Secondary school teachers. Rao and Rao (2000) found that teachers under the two types of public management (government and local body) seem to manifest a lower morale than their counterparts under private management. Again Kaur (2011) reported that school type and different levels of morale were found to be independent of one another.

In the present study, with respect to teacher interpersonal relationship no significant difference was found between government and provincialised, government and ad hoc, government and private, provincialised and ad hoc secondary school teachers. But there was a significant difference in teacher interpersonal relationship between provincialised and private, ad hoc and private Secondary school teachers.

With regard teacher involvement with work, no significant dimension was found between government and provincialised, government and ad hoc, government and private, provincialised and ad hoc Secondary school teachers. But a significant difference was found out between provincialised and private, ad hoc and private Secondary school teachers.

Again regarding teacher security, no significant difference was found between government and provincialised, government and ad hoc, government and private, ad hoc and private Secondary school teachers. But there was a significant difference in the teacher security between provincialised and ad hoc, provincialised and private Secondary school teachers.

No significant difference was found between government and provincialised, provincialised and ad hoc, ad hoc and private Secondary school teachers regarding working conditions. But a significant difference was found in the working conditions between government and ad hoc, government and private, provincialised and private Secondary school teachers.

With regard to the satisfaction with teaching no significant difference was found between government and provincialised, government and ad hoc, government and private, provincialised and ad hoc Secondary school teachers. But there was a significant difference in the satisfaction with teaching between provincialised and private, ad hoc and private Secondary school teachers.

Sindhya (2005) revealed in his study that regarding nature of institution, teacher morale and its dimensions behavioural characteristics, individual characteristics, attitude towards jobs and group spirit were found to be significant. Only the dimension community involvement was not-significant.

## 11. Conclusion

It can be concluded from the study that the majority of the Secondary school teachers of Dibrugarh district showed high level of teacher morale. It is also evident from the study that there was a significant difference in the teacher morale of the male and female Secondary school teachers, but no significant difference was found between trained and untrained Secondary school teachers of Dibrugarh district. Again regarding types of management, there was a significant difference in the teacher morale of the provincialised and private Secondary school teachers. Thus the present study revealed a clear picture of teacher morale of Secondary school teachers of Dibrugarh district.

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